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AUTHOR Pulliams, Preston
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ABSTRACT

The Community College of Philadelphia's Minority Education Initiative Program was created to increase the enrollment of Black and Hispanic students through pro-active recruitment and retention strategies. One component of the initiative, a minority mentoring program, was developed and pilot tested in spring 1988. Faculty and staff volunteers in the mentor program assist in orientation and pre-registration, meet regularly with students, act as brokers between the students and the college services they may need, and provide letters of recommendation. Another aspect of the initiative is a recruitment campaign which works with community agencies, high schools, local churches, and the mayor's office to target minority communities. A third component, involving the assessment of students' individual orientation needs, was launched in spring 1988. A survey of student information needs was followed by a series of seminars on such topics as financial aid, career exploration and decision making, transfer planning, study habits, and dealing with stress and anxiety. Reports on each of these projects are appended. The orientation assessment instrument is included. (EJV)

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"An Urban Community College Attempts to Assure Student Achievement: Creative Minority Initiatives"

Minority Education Initiative Program Speech
delivered April 25, 1988 at the National AACJC Conference

Preston Pulliams

Community College of Philadelphia

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"An Urban Community College Attempts to Assure Student Achievement: Creative Minority Initiatives"

Minority Education Initiative Program Speech delivered April 25, 1988 at the National AACJC Conference

The purpose of the Minority Education Initiative Program at the Community College of Philadelphia is to increase the number of minority students, Black and Hispanic, through pro-active recruitment and retention strategies. We have experienced a significant lost in the number of new Black students enrolling at the College and also we have lost significant numbers because of high attrition. Meanwhile, the enrollment of new Hispanic students has remained stable over the last several years but we have noticed low retention rates for these students.

The specific goals of this program are as follows:

1. To develop appropriate strategies with participation throughout the College community for the purpose of increasing enrollment and retention of minority students.
2. To establish a minority recruitment and retention program addressing academic, financial, student activities, and service support needs of minority students.
3. To establish staff development activities to sensitize staff and faculty to minority student issues and the need for their assistance to help increase minority enrollment and retention.

Implementation:

We developed the following creative strategies for the Minority Education Initiative Program for implemention in four areas: academic achievement, recruitment, financial aid and student activities.

Demonstrated on the overhead is a description of the adopted strategies for the four program areas (See the attached materials)

We are implementing these strategies by setting up a College-wide committee of interested staff, faculty and administrators who are working to assist in establishing this program. We devoted much of our energy for the academic achievement portion of the program by setting up on a pilot basis for the Spring semester 1988 a minority mentoring program. This program allowed us to recruit faculty and staff members to set up a mentoring program directed towards helping us retain minority students. We had some forty volunteers go through training as part of this mentoring program and some matches were made. We also established guidelines for the program (See the attached information). We plan to fully implement the Minority Mentoring Program for Fall semester, 1988.

Another focus for our program was a very proactive recruitment effort where we began to target some of our recruitment efforts towards Black and Hispanic students. This

was accomplished by reorganizing administratively and hiring a administrator to implement a comprehensive recruitment program. We also received assistance from faculty and staff and were able to link with community agencies, local churches and the Mayor's office so that we can target activities within the minority community. This has provided us with an increase in the number of minority student applications for the Fall of 1988 and we realized an increase in the number of minority students enrolled as new students for the Spring semester of 1988. (See attached materials concerning special recruitment activities). We also began piloting at a more comprehensive orientation experience at the College. This strategy responded to the need to provide our minority students some of the vital and necessary information needed to increase their changes of academic success.

The counselors launched a very innovative program on a pilot basis for Spring 1988 that involved assessing each of the students' individual orientation needs. This was followed up by offering of seminars to meet the individually agreed upon prescriptions for each of the students (see the attached information). We felt that this was a very valid way in which to approach all our students' orientations. Consequently, we plan to implement an offspring of this orienntation program for the Fall semester 1988.

These are three examples of the implementation of the sixteen listed strategies of the Minority Education Initiative Program that will hopefully increase not only student retention for minorities but will also assist in our need to recruit more minorities.

I would be glad to discuss any question that you may have.

COMMUNITY COLLEGE OF PHILADELPHIA
1700 Spring Garden Street, Philadelphia, PA 19130

ORIENTATION ASSESSMENT INSTRUMENT

Please read the following statements carefully and place a check mark next to each statement with which you agree.

1. MANAGING PERSONAL AND EDUCATIONAL RESPONSIBILITIES

a. I have difficulty settling down to study. ____

b. When I study, I jump from one thing to another, trying to do too many things at once. ____

c. I often find I do not have enough time to study and take care of my other responsibilities outside of school. ____

d. Teachers don't give students enough time to complete assignments ____

e. Planning for the future and organizing my time are some of my weak points. ____

2. FINANCIAL AID - SOLVING THE PUZZLE

a. I don't have financial aid now, but I need money for educational expenses. I don't know what to do. ____

b. Financial aid forms can be so confusing to me that I avoid filling them out. ____

c. Only full-time students are eligible for financial aid. ____

d. I could use more information about the types of financial aid I may be eligible to receive. ____

e. Students interested in receiving financial aid must submit applications each semester. ____

3. CAREER PLANNING/EXPLORATION

a. I am unsure of which career path to follow. ____

b. I would like to know more about the tasks involved, employment outlook, and salary range of certain occupations. ____

c. I could benefit from clarification of my career objectives before choosing my major. ____

d. I would like to learn strategies for making an effective career decision. ____

e. I would like to know about ways to match my interests, abilities, and experience with different occupations. ____

4.TRANSFER PLANNING

a. I plan to continue my education when I leave CCP, but am not sure which transfer school to attend. ____

b. I wouldn't mind investigating requirements at other colleges, if it would ensure that the courses I take would transfer. ____

c. I could use more information and help in developing a list of transfer schools that offer a degree in my major. ____

d. I would like the assistance of a computer to match preferences with the characteristics of different transfer colleges. ____

e. I have not spent much time working on selecting a college to attend when I'm ready to leave CCP. ____

5. DEALING WITH STRESS AND ANXIETY

a. I study, but when I take the test, my mind goes blank. ____

b. Because I get nervous, I don't do well on standardized tests, for example, College Boards. ____

c. Starting back to school has made me anxious. ____

d. I would like to learn some relaxation techniques in order to deal with the stress in my life. ____

e. Attending school and taking tests have always been a source of anxiety for me. ____

6. STUDY HABITS/TECHNIQUES

a. I can't remember what I read. ____

b. No matter how much I study, I do poorly on exams. ____

c. I have problems with some of my subjects. ____

d. When I read a textbook, I think everything is important. ____

e. Reading a textbook is no different from reading any other book. ____

7. EDUCATIONAL RESOURCES CENTER (ERC)

a. I hate to do research papers, because I don't know where to find the right material to read. ____

b. I am not aware of all the services offered by the ERC. ____

c. There are not enough librarians to assist all the students who need help. ____

d. Our library is of limited assistance; it probably doesn't have most of the books I need. ____

e. Procedures in large libraries like the one at CCP are complicated. ____

CCP
COMMUNITY COLLEGE
OF PHILADELPHIA
17100 Spring Garden Street, Philadelphia, PA 19130

1. MANAGING PERSONAL AND EDUCATIONAL RESPONSIBILITIES

Where did the time go? Do you have difficulty settling down to study? Do you jump from one thing to another trying to study too many things at once? Do you find you don't have enough time to study, complete assignments, and manage your personal life? This workshop is designed to familiarize you with the general principles of time management. You will learn how to plan and use your time wisely and to concentrate effectively.

2. FINANCIAL AID - SOLVING THE PUZZLE

This module will provide an in-depth look at financial aid. Students will learn about: the types of aid (e.g., grants, work/study jobs, loans), academic policies related to financial aid, and debt management. The presenters will review the 1988-89 State Grant and Federal Student Aid Application and provide assistance in completing this form. All questions will be answered by financial aid experts.

3a. CAREER EXPLORATION AND DECISION-MAKING

Unsure of which career path to follow? This workshop is for you. The identification and clarification of the pieces in the career decision-making puzzle is the goal of this session. Self-assessment instruments are provided, and students are introduced to career exploration resources.

3b. CAREER INFORMATION AND GOAL-SETTING

This workshop familiarizes the participants with the wide variety of materials and resources available at CCP that can be used to learn about careers. Individuals will have an opportunity to work on personal career goals. An extensive tour of the Career Center and its facilities is included.

4. TRANSFER PLANNING

If your long-range educational goal is a bachelor's degree or beyond, early transfer planning can ensure a smooth transition from CCP to the four-year college of your choice. This general presentation will provide direction on where and how to obtain answers to specific transfer considerations, such as, timing of transfer, college selection, location, size, expenses, programs of study and degree requirements. Reference materials, college catalogs, and computerized college search resources will be introduced.

5. DEALING WITH STRESS AND ANXIETY

This module is designed to help students deal with anxiety and nervousness caused primarily by school-related demands. Through taking this workshop students will learn to cope with test anxiety, that is, the inability to answer questions on tests despite knowing the material beforehand. Some people freeze in the face of standardized tests; this workshop can help in overcoming problem. The techniques learned in this module are useful to students who are anxious about starting back to school after some time.

6. STUDY HABITS/TECHNIQUES

Have you ever read a textbook chapter and underlined and memorized everything, because you didn't know what was important? There is an easier way. This workshop will introduce you to a systematic way of reading a textbook. You will learn how to identify main ideas and how to remember what you read.

7. EDUCATIONAL RESOURCES CENTER (ERC)

The library instruction sessions will introduce students to the resources and services of the ERC. The focus will be on the basis sources of information. Instructions will be based on students' immediate needs. Students should expect to become familiar with library procedures and available services and to gain confidence in using the resources of the ERC.

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ATTACHMENT 2

COMMUNITY COLLEGE OF PHILADELPHIA

MINORITY EDUCATION INITIATIVE PROGRAM

Recruitment Report

February, 1988

Project: Martin Luther King High School Project

Have current high school student enroll in a college class at CCP. Students must take the placement test and meet college level requirements.

Progress: Currently 32 student are enrolled in various classes at CCP. They will be monitored by Helen Gilmore, Assistant to the Vice President for Academic Affairs, while they are at CCP.

Follow-up: A special letter will be sent to these students in April suggesting that they may want to take a summer course on their own or consider starting full-time in the fall.

Coordinators: Helen Gilmore, Gordon Holly

Project: Black Ministers Conference Project

To work with the Black churches in the Philadelphia area to combat the increasing problem of Black students not going to college.

Progress: On January 25, 1988, Dr. Preston Pulliams, Vice President for Student Affairs, Dr. Jasper Reed, Professor of Biology, and Gordon Holly, Director of Recruitment, met with the leadership of the Black Ministers Council and presented to them our minority education initiative plans. The leadership plans to review the information and give us their reaction. Also, we invited them to have one of their meetings on our campus.

Follow-up: Gordon Holly will call Reverend White, President of the Black Ministers Council, to find out the reactions of his organization to our plans. He will also see if they wish to tour our facilities and have a meeting on campus. Lastly, Mr. Holly will develop a mailing list of the members of the group.

Coordinator: Gordon Holly

Project: Mayor's Office of Community Services Project

To work with the Mayor's Office of Community Services (MOCS) to disseminate information on CCP to the Philadelphia community. They have various sites throughout the city where we plan to have career awareness workshop on our academic programs, financial aid, GED prep classes, senior citizens classes, etc.

Progress: Disseminated information to students all over the city during MOCS's "Fall Fest" program where we had a booth in the Civic Center for the finale of the event. Over 1,000 people (mostly minority) attended. We contributed CCP bags for MOCS's Christmas present giveaway to kids in Philadelphia.

Follow-up: Gordon Holly spoke with the Director of Neighborhoods for MOCS last week on continuing with the information displays at their community sites, and start the workshops for the various sites. We plan to continue in March and April.

Coordinator: Gordon Holly

Project: Public High School Mailing Project

We have acquired 10,000 names from the Board of Education to send information on CCP. The list consisted of primarily minority students. The mailing went out in the end of January and it was coded especially to track results.

Progress: Horace Tate of the College's Registration Office reported that as of Monday, February 15, 1988, we have begun to receive approximately 20-25 a day.

Follow-up: We plan to invite this group in for our March 25 Open House. This is a prime group because it is the time when most high school students will start to apply to CCP. We will continue to follow-up.

Coordinator: Gordon Holly

Project: Board of Education Project

This is a plan to work with the Board to provide services to high school students and their parents. We plan to work with rising 9th grade students and provide them with information they need to prepare themselves for college. The objective is to increase the going to college rate of Black and Hispanic students.

Progress: Met with a representative from the Board of Education and gave her information on our minority education initiative program, the mission of CCP, and statistics on minorities.

Follow-up: The representative will review the information and give us comments to our ideas. She will give us this information on Monday, February 22, 1988.

Coordinators: Alfred Nicholson, Gordon Holly

Project: NSSFNS College Fair/March 2, 1988

The National Scholarship Service and Fund for Negro Students (NSSFNS) organization is having a college fair for minority students on March 2, 1988. They are expecting over 2,000 students to attend this program.

Goal: To meet with these minority students and attract them to CCP. This is an excellent way to talk with a large number of students and acquire their names for future follow-up. Mostly juniors and seniors in high school will attend this event.

Project: ASPIRA of Pennsylvania

Goal: To make inroads into the Hispanic community with the help of this organization. ASPIRA is a leading Hispanic organization which assists the Puerto Rican and Latino communities with their educational goals.

Follow-Up: CCP participated in the annual ASPIRA College Conference on December 3, 1987. This conference was attended by approximately three hundred students. We set up an information table and secured names of potential students. These names will be put on the Inquiry System for future follow-up.

Future Events: On April 16, 1988, we will be attending ASPIRA's Annual Health Careers Program to try to attract more Hispanic students to our Allied Health programs. We will set up a table to disseminate CCP information and acquire names for the Inquiry System.

CCP Representative: Janice Whitfield

bmr

(2-25-88)

COMMUNITY COLLEGE OF PHILADELPHIA

Minority Education Initiative Program

1987-1988

Preston Pulliams, Ed.D.
Vice President for Student Affairs
April 13, 1988

COMMUNITY COLLEGE OF PHILADELPHIA

Minority Education Initiative Program

1987-1988

Office of the Vice President for Student Affairs

GOALS AND OBJECTIVES

The goals and objectives of the Minority Education Initiative Program are:

A. to develop appropriate strategies with participation throughout the College community for the purpose of increasing the enrollment and retention of minority students;

B. to establish a minority recruitment and retention program addressing the academic, financial, student activities, and support service needs of minority students; and,

C. to establish staff development activities to sensitize faculty and staff to minority student issues and the need for their assistance in helping to increase minority enrollment and retention.

IMPLEMENTATION

The implementation of initiatives should be in four areas: academic achievement, financial aid, student activities, and recruitment.

Initiative strategies in each area should be employed as follows:

A. Academic Achievement

1. Recruit a group of faculty, staff, and adult students to participate in a minority mentoring program to help in increasing minority student achievement. (Target student population: traditional and adult)

2. Establish, through the counseling department, orientation and success achievement courses emphasizing minority student participation. (Target student population: traditional and adult)

3. Develop special initiatives to target the involvement of faculty as "human links" between the College and students, especially minority students. Faculty would be encouraged to become involved with minority students in extracurricular activities, such as club advising, special projects, and tutoring groups. (Target student population: traditional)

4. Recruit a group of minority students to assist freshman minority students in becoming acclimated to the College. (Target student population: traditional and adult)

5. Set up a faculty training workshop to identify the learning needs of students who may have different socioeconomic backgrounds, experiences, and cultures than those traditionally reflected in a college environment. After these learning needs are identified, the development of alternative teaching styles to enhance those students' performance would be promoted. (Target student population: nontraditional and adult)

6. Develop a high school linkage program to increase the interaction between College faculty and minority high school students. This activity would be designed to encourage greater academic achievement for minority high school students. (Target student population: traditional)

These academic achievement initiatives would be designed and implemented by the Vice President for Student Affairs and supported by the College's faculty and staff and Vice President for Academic Affairs where appropriate.

B. Financial Aid

1. Establish a special minority initiative grant program for the following student populations:

   a. students not eligible for PELL grants, campus based aid, and subsidized Guaranteed Student Loans (GSL); and

b. students in need of emergency grants for such expenses as transportation, child care, and textbooks.

(Target student population: traditional and adult)

2. Establish a partial payment plan for those students who require extra time to make total tuition payments. (Target student population: adult)

3. Establish a student job corps at the main campus and regional centers to enable minority students to be hired as paraprofessionals in order for them to develop a link with the College, gain work experience, and receive some financial support. (Target student population: traditional)

C. Student Activities

1. Establish a minority leadership lecture series. (Target student population: traditional and adult)

2. Recruit prominent minority members of the Philadelphia community to mentor minority student leaders. (Target student population: traditional)

3. Initiate special leadership training sessions, emphasizing minority student participation. (Target student population: traditional)

D. Recruitment

1. Establish a minority high school recruitment program supported by a College scholarship for academic performance. This program would be used to attract talented minority high school students to the College. (Target student population: traditional)

2. Present career development/life planning seminars for minority adult students at the main campus and various community sites. These seminars would be promoted and facilitated by a College staff

member interested in working with adult minorities in the community. This program would be tied in with the GED program, church and community organizations, local unions, and businesses and corporations. (Target student population: traditional and adult)

3. Promote internal recruitment emphasizing special efforts to recruit from within the College where there may be large groups of minorities, e.g., the West Philadelphia Regional Center. (Target student population: traditional and adult)

4. Develop a network and media effort, such as minority oriented advertising and recruitment visits to community based agencies and minority churches, to attract minority adult students. (Target student population: adult)

EVALUATION

The Minority Education Initiative Program is being operated on a pilot basis for the 1987-1988 academic year. There will be an assessment of the program's activities after this first year of operation, and appropriate revisions will be made before the program is implemented from 1988 to 1991. The program will be evaluated on a yearly basis by continued research on its institutional effectiveness with respect to serving minority students.

bmr

GUIDELINES FOR THE PILOT MINORITY MENTORING PROGRAM

Guidelines based upon reports entitled: Notes on Mentoring October 23, 1987 by Professor Rufus Cox and Enriched Advising: A Pilot Program by Luke Russell.

Professor Rufus Cox, Coordinator
Ms. Jane Howard, Assisting

Date: January 12, 1988
Office of Student Affairs

Philosophy of the Minority Mentoring Program

Academic achievement and success for students can be enhanced by a close supportive attachment to the academic institution itself. This is especially true in the case of many minority students.

Sometimes when minority students enroll in an academic institution, there are often unforeseen barriers and situations that may threaten their chances to successfully achieve academically. In order to diminish the impact of these barriers, there is a need for communication channels to be established within the institution to assist these students by providing an enriched advising, encouragement, coaching, and sponsoring.

Goals of the Minority Mentoring Program

1. To proactively and positively increase the Community College of Philadelphia's staff and student contact and to enhance the quality of those relationships in an approach that would lead to the best possible teaching and learning climate.

2. To provide additional help and support so that minority students can take advantage of the higher education opportunities at Community College of Philadelphia.

3. To support and complement ongoing advising and mentoring efforts now occurring at Community College of Philadelphia, including the academic advising program.

4. To provide an opportunity for the student to become actively involved in programs which would enhance the following various developmental areas: aesthetic, physical, philosophical, social, and occupational.

5. To provide an informal orientation for the student.

Implementation of the Minority Mentoring Program

Beginning in the Spring of 1988, the Community College of Philadelphia's Academic Achievement Subcommittee of the Minority Education Initiative Program will promote and provide opportunities for all faculty and administrative staff members to engage in a Minority Mentoring Program. Faculty and staff volunteers would be allowed to supervise and sponsor five minority students for whom they would provide mentoring during the students' enrollment at Community College of Philadelphia.

Responsibilities of the Mentor

1. Orientation: Either at formal orientation or immediately after, the mentor would lead selected students through an information orientation to the College, introducing them to each other, to registration procedures, and to how the ERC, Learning Labs, Counseling, and Job Placement centers operate. In addition, as early in the semester as possible, the mentor would show mentorees his or her office and invite them to individual and group meetings which would be expected to occur throughout the semester.

2. Meetings with Mentors During the First Three Weeks of Each Semester and During Mid-Semester Grades (before Drop and Add): At least once during each of the first three weeks of each semester, and during the midterm grading period (before drop and add), the student would be required to meet with his or her mentor to "check in and make sure that everything is going all right."

3. Pre-Registration: The mentor would meet with each student to plan a schedule of courses to be taken for the following semester. This activity would be coordinated with the Academic Advising Center.

4. "Acting as a Broker": The mentor would aid mentorees in making good use of institutional resources such as Learning Labs, ERC, etc.

5. Conferencing Before and During Final Examination Week: Shortly before or during the last week of classes, faculty mentors would met with their mentorees to check the students' progress and offer encouragement.

6. Letters of Recommendation: Mentors would write letters of recommendation stating the strengths of the mentorees which the mentorees could use for application to a transfer institution or for employment.

7. Maintaining a Log of Meetings with Mentorees: After meeting with mentorees, mentors would write an evaluation of what they observed to be the mentoree's best course of study and describe what occurred during the meetings for use in later reports. These notations could be short, would be intended for internal use only, and would assist the mentor in writing an evaluation of how the program had succeeded or failed in helping the mentoree. (A log book would be kept to standardize the report.)

8. Writing an Evaluation of the Program for an Overseeing Committee: Further guidelines for what the evaluation would cover could be laid our by a committee overseeing the enriched mentoring program.

Selection of Mentors

All faculty and administrative staff would be invited by the Academic Achievement Subcommittee of the Minority Education Initiative Program to indicate if they are interested in volunteering to serve as a mentor for five or more minority students.

Evaluation of the Minority Mentoring Program

The Academic Achievement Subcommittee would evaluate the mentoring program at the end of one semester. Data could include information obtained through review of the:

1. files the mentors used during the first semester;
2. mentors' written evaluations of their mentorees;
3. mentorees' written evaluations of their mentors;
4. mentors' written evaluations of the program; and,
5. attrition rate, GPA, withdrawal rate, and any other relevant parameter of the group in the pilot program.

ERIC Clearinghouse for Junior Colleges SEP 30 1988